

**TENTATIVE
AGENDA
BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46
MONDAY, DECEMBER 18, 2006
PRAIRIEVIEW SCHOOL
7:00 p.m.**

Closed Session - Open Meetings Act 83-378 - To consider information regarding approval of closed session minutes for public review & the probability of discussing action in front of an administrative body.

TAX LEVY HEARING IS SCHEDULED FOR 7:30 P.M.

- A. Call to Order
- B. Roll Call
- C. Establishment of Quorum
- D. Pledge of Allegiance
- E. Approval of Agenda
- F. Public Comment
- G. Consent Agenda
 - 1. Approval of Minutes
 - 2. Approval of Treasurer's Report/Accounts Payable
 - 3. Approval of Personnel Report
- H. Superintendent/Board Reports - MS Principal, Marcus Smith, will present the Exchange Club Student of the Month, Heidi Jonson, at this time.
- I. New Business:
 - 1. Discussion Items
 - A. Functional Capacity, 5-8 Boundary Report
 - B. Naming of the New School
 - C. Effects of Class Size on Budget (PMA Results)
 - D. Board Minutes
 - E. Newsletter
 - F. 2006-07 Seniority Lists
 - G. Developer Donation Proposed Fee Schedule
 - H. Monthly Enrollment Update
 - I. Request for Additional Title I Assistant at Avon
 - J. Discussion Regarding Architects' Interviews
 - K. Discussion of Potential for One Year Extension to Transportation Agreement
 - L. Agenda Items for January 8, 2007
 - M. Future Agenda Items
 - 2. Action Items
 - A. Naming of the New School
 - B. Resolution Regarding Amounts to be Levied
 - C. Resolution to Levy SEDOL IMRF Levy
 - D. Resolution to Levy Special Education Tax
 - E. Resolution for Working Cash
 - F. Resolution Publication Truth and Taxation Notice
 - G. Resolution Abating Alternate Revenue Bonds
 - H. Resolution for Bond Abatement
 - I. Approval of Academy Class Pilot
 - J. Request for Additional Title I Assistant at Avon
- J. Public Comment
- K. Closed Session - Open Meetings Act 83-378 - To consider information regarding appointment, employment, compensation, discipline, performance or dismissal of specific employees of the public body & the probability of discussing action in front of an administrative body.
- L. Adjournment

Thank you for attending the meeting of the Board of Education. You are reminded that these are meetings held in public but are not public meetings. You are welcome to address the Board during "Public Comment". You are asked to limit your remarks to under four minutes. Guidelines for Public Comment are available at each meeting along with the current agenda. Board members and/or administrators may be contacted to respond to specific questions at:

Board Members

Sue Facklam	548-2930/ 223-3540 ext. 5565
Cheryl Davis	223-2759/ 223-3540 ext. 5677
Kristen Coe Peek	548-2453/ 223-3540 ext. 5678
Mark Hannan	223-3540 ext. 5771
Jill Rohrer	223-3540 ext. 5679
Keith Surroz	548-1360/ 223-3540 ext. 5594
Karen Weinert	548-0436/ 223-3540 ext. 5664

Schools

District Office	223-3650
Avon School	223-3530
Prairieview School	543-6200
Woodview School	223-3668
Middle School	223-3680
Meadowview School	223-3656
Frederick School	543-5300

The District web site address is www.d46.org

SCHOOL DISTRICT 46
MEMORANDUM

TO: Board of Education
FROM: Ellen Correll
RE: Board Agenda Back Up for December 18, 2006 Mtg.
DATE: December 13, 2006

Item G - Consent Agenda

1. The Superintendent recommends approval of the Minutes of 11/6/06 & 11/28/06, as presented.
2. The Superintendent recommends approval of the Treasurer's Report/Accounts Payable, as presented.
3. The Superintendent recommends approval of the Personnel Report, as presented.

Item H - Superintendent/Board Reports

Reports from the Board and the Superintendent will be provided at this time. MS Principal, Marcus Smith, will present the Exchange Club Student of the Month, Heidi Jonson, at this time.

Item I - New Business

1. Discussion Items:

- A. Functional Capacity, 5-8 Boundary Report - Carl Baxmeyer will make a presentation regarding boundaries at Monday's meeting.
- B. Naming of the New School - The final names were presented at the last Board meeting. It is important that the Board make a decision tonight, so we can proceed with signage, as well as official papers that must be filed.
- C. Effects of Class Size on Budget (PMA Results) - Dan will present several scenarios at the meeting.
- D. Board Minutes - A discussion regarding board minutes is requested at Monday's meeting.
- E. Newsletter - The Board needs to make a determination as to who will be responsible for the newsletter.
- F. 2006-07 Seniority Lists - According to policy, the School Board is required to approve teacher and support staff seniority lists no later than February first of each year.
- G. Developer Donation Proposed Fee Schedule - Dan will present a proposed schedule that will greatly benefit our district.
- H. Monthly Enrollment Update - The Superintendent will present the most recent monthly enrollment figures at this time.
- I. Request for Additional Title I Assistant at Avon - This request is due to an increase in numbers of eligible students and will NOT effect the budget, as it will be paid for with grant monies.
- J. Discussion Regarding Architects' Interviews - The Board should discuss the interviews and determine next steps.
- K. Discussion of Potential for One Year Extension to Transportation Agreement - Discussion of the potential for a one year extension to our transportation agreement will take place at our meeting.
- L. Agenda Items for January 8, 2007 - Discussion of agenda items for January 8th will take place at this time.
- M. Future Agenda Items - Discussion of future agenda items will take place at this time.

- A. Naming of the New School - The Board should act on naming the new school at this time.
- B. Resolution Regarding Amounts to be Levied - Dan will provide the back-up for items B-H.
- C. Resolution to Levy SEDOL IMRF Levy
- D. Resolution to Levy Special Education Tax
- E. Resolution for Working Cash
- F. Resolution Publication Truth and Taxation Notice
- G. Resolution Abating Alternate Revenue Bonds
- H. Resolution for Bond Abatement
- I. Approval of Academy Class Pilot - The Superintendent recommends the Board approve the pilot, as presented.
- J. Request for Additional Title I Assistant at Avon - The Superintendent recommends that the Board approve the additional Title One Aide at Avon, as presented.

Minutes of the Regular Meeting of the Board of Education of Community Consolidated School District 46, held on November 6, 2006 at Grayslake Middle School, 440 N. Barron Blvd., Grayslake, IL

CALL TO ORDER: The meeting was called to order at 7:30 p.m. by President Davis.

ROLL CALL: Davis, Facklam, Coe Peek, Hannan, Rohrer, Surroz & Weinert.
Correll & Aggen were also present.

PLEDGE OF ALLEGIANCE: The Pledge of Allegiance took place at this time.

APPROVAL OF AGENDA: A motion was made by Facklam and seconded by Surroz to approve the agenda for 11/6/06, as presented. A roll call vote was taken:

Davis - aye	Weinert - aye
Facklam - aye	Hannan - aye
Coe Peek - aye	Rohrer - aye
Surroz - aye	

7 ayes 0 nays 0 absent Motion carried.

PUBLIC COMMENT: Public Comment opened and closed at 7:32 p.m. There were no comments offered.

CONSENT AGENDA: A motion was made by Facklam and seconded by Hannan to approve the consent agenda, including minutes (with noted change) of 10/3/06 & 10/16/06, accounts payable, treasurer's report and personnel report, as presented.

Amounts paid from each fund are as follows:

Education Fund - \$276,708.70
O & M Fund - \$143,046.65
Capital Improvements - \$375.59
Total - \$420,130.94

A roll call vote was taken:

Davis - aye	Weinert - aye
Facklam - aye	Hannan - aye
Coe Peek - aye	Rohrer - aye
Surroz - aye	

7 ayes 0 nays 0 absent Motion carried.

BOARD/SUPT.
REPORTS:

Keith Surroz thanked Sellke and Reilly Orthodontic Center for their generous donation of \$300.00 to each District 46 school.

Sue Facklam mentioned that she and Cheryl Davis attended a FED ED luncheon. Sue updated fellow board members in regards to information given at the luncheon.

Sue shared that she attended the Illinois Association of School Board's quarterly dinner at North Chicago High School, where she learned of a State School Board of Education meeting that will be held in Chicago sometime in January.

Sue reminded her fellow board members that they need to select a delegate to attend the School Board Convention that is up and coming.

Cheryl Davis mentioned that Dawn Miller from the IASB has asked Supt. Correll if the board would be interested in another workshop. Cheryl asked her fellow board members to email her if they are interested in participating.

Marcus Smith introduced Emily Rice and discussed how she became Grayslake Exchange Club student of the month for October.

Marcus Smith introduced the Middle School cross country team and discussed their accomplishments this year.

Supt. Correll mentioned that a date needs to be set to interview architects, and suggested November 28th.

Supt. Correll reported on the freedom of information requests made by members of the community this month.

Supt. Correll mentioned that the National School Board Association Conference is April 14th - 17th and asked if any board members were interested in attending to let her know.

Supt. Correll gave a friendly reminder that American Education Week is November 13th -17th.

NEW BUSINESS:

Discussion of Naming Options for Madrona School - Craig Keer & Students

Craig Keer & elementary students reviewed the school naming process. They introduced Parkview and Skyview as the final choices to be voted on. The names will be discussed at the next board meeting.

District Academy Class Proposal

Marcus Smith, Tim Timmons and Vince Murray proposed to the board a professional development pilot program. Academy classes are designed to allow teachers to share their knowledge with fellow staff members. The focus of this program will be on technology integration, differentiation, reading across the curriculum, or other areas of curricular need that correlate to district SIP goals. The pilot program will be voted on at the next board meeting.

Boundary Discussion - First Look at Data

Fanning and Howey representative, Carl Baxmeyer, presented the board with data for one of the possible boundary options for the new school year. The data was based on this year's enrollment for all homes west of Route 134. If using only this data, approximately 609 students would attend the new school.

The board requested Dan Aggen and Supt. Correll to do a functional capacity of all the buildings and bring the information to the next board meeting.

AFR Presentation by Representative from Klein, Hall & Associates

Scott Klein with Klein, Hall, and Associates, presented the board with the results of the FY 2006 audit. Mr. Klein reviewed with the board how to read the findings of the audit in the report given. A question and answer session took place at this time.

ISAT Results - Building Principals

Lynn Barkley, building principals, and special services staff presented the preliminary 2005-2006 ISAT data at this time.

Curriculum Update

Consensus - The board agreed to table this item until the next meeting.

Appointment of School Board "Designated Representative"

It was recommended that Jill Davis be the designated representative for the school board.

Monthly Enrollment Update

Supt. Correll stated District #46 has increased by seven students from last month.

Madrona Principal

Supt. Correll asked the board to consider approving the posting of the new building principal position.

Consensus - The board agreed to allow the posting of the new building principal position.

Discussion of Proposed Tax Levy for 2006

Dan Aggen presented an outline in regards to the proposed tax levy for the 2006 tax year. The tax levy will be voted on at the December 18th meeting.

Discussion of Newsletter

Consensus - The board agreed to table the item until the next meeting.

Agenda Items for December 4, 2006

Discussion and Action of Naming School

Discussion and Action on Academy Classes

Discussion on Functional Capacity

Future Agenda Items

Vision

Minutes

ACTION ITEMS:

APPOINTMENT OF
SCHOOL BOARD

"DESIGNATED

REPRESENTATIVE": A motion was made by Facklam and seconded by Weinert to approve the appointment of Jill Davis as the school board designated representative, as presented. A roll call vote was taken:

Davis - aye

Facklam - aye

Coe Peek - aye

Surroz - aye

Weinert - aye

Hannan - aye

Rohrer - aye

7 ayes

0 nays

0 absent

Motion carried

PUBLIC

COMMENT:

Public Comment was offered at 10:40 p.m.

Laura Pasternak shared her concern that if the new school opens with 600 students, it will not alleviate as much of the overcrowding as it could.

Laura asked the board if they have considered allowing the current 7th graders to finish middle school at Grayslake Middle School.

Public Comment ended at 10:42 p.m.

ADJOURN

A motion was made by Ecklam and seconded by Hannan to adjourn
Respectfully submitted,

Shawna Desecki, Secretary

Cheryl Davis, President

11/6/06

5

The Superintendent recommends approval of the 11/6/06 Personnel Report, as presented:

• **Appointment:**

Jennifer Moore-Mallinos - MS Program Asst.

• **Resignations:**

Holly Dinsmore - Speech/Language Pathologist

Chris Willen - Night Maintenance

• **Parental Leave Request:**

Nikki Biggerstaff - FS 5th grade

• **Change in FTE:**

Melissa Lowrance, MV Information Specialist, from .50 fte to full time, through December, 2007.

Minutes of the Special Meeting of the Board of Education of Community Consolidated School District 46, held on November 28, 2006 at Grayslake Middle School, 440 N. Barron Blvd., Grayslake, IL.

ROLL CALL: Davis, Facklam, Hannan, Surroz, Rohrer & Weinert. Coe Peek arrived at 7:00 p.m. Aggen was also present.

PUBLIC COMMENT: Public comment opened and closed at 6:32 p.m. with no comments.

INFORMATION & DISCUSSION: Interviews of the following architectural firms took place at this time:

ARCON Associates, Inc.
Ruck Pate Architecture
Gilfillan Callahan Architects
Fanning/Howey Associates, Inc.

Each firm was allotted 45 minutes in which to make a presentation and allow Board members to ask questions. By previous agreement, it was decided that all firms would be asked the same questions. The interviews concluded at 9:35 p.m.

PUBLIC COMMENT: Public comment opened and closed at 9:36 p.m. with no comments.

ADJOURN: A motion was made by Facklam and seconded by Weinert to adjourn at 9:36 p.m. A roll call vote was taken:

Davis - aye	Weinert - aye
Facklam - aye	Hannan - aye
Coe Peek - aye	Rohrer - aye
Surroz - aye	

7 ayes 0 nays 0 absent Motion carried.

Respectfully submitted,

Sue Facklam, Secretary Pro Tem

Cheryl Davis, President

Practical Parliamentary Procedure

When used appropriately, parliamentary procedure can turn your school board meetings into the efficient, civil, decision-making events you only dreamed were possible. Board members do not need to know every detail of Robert's Rules of Order to manage meetings effectively. This session reviews the basics of the rules that apply to boards, the importance of good board processes, and the power of the agenda. Bring questions and receive some useful handouts.

- **Welcome & Overview.**
- **A Frame: Four Big Ideas to Guide our Practice.**
 - ☐ *What boards want, and what they (too often) get.*
 - ☐ *It's a school board, not an assembly.*
 - ☐ *Quality governance – Marks of an effective board*
 - *The balcony perspective*
 - *A thoughtful agenda—and the right process for each agenda item.*
 - ☐ *Common sense & common courtesy*
- **Parliamentary Procedure – The Basics.**
 - ☐ *Basic concepts of Robert's Rules.*
 - ☐ *A scenario – Getting our policy right (policy revision).*
 - ☐ *Order of Precedence: move it, amend it, refer it, postpone it, vote on it.*
 - ☐ *A parliamentary procedure quiz.*
- **Making Parliamentary Procedure work for you: taking it home.**
 - ☐ *Questions & Answers. Learning from each other.*

Reference:

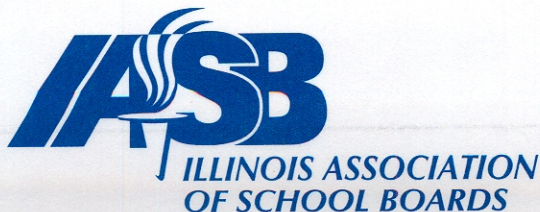
Robert's Rules of Order, Newly Revised. (10th Edition). Perseus Publishing. 2000. ISBN 0-7382-0384-6. *This is the NSBA authorized edition.*

Robert's Rules of Order, Newly Revised IN BRIEF. Da Capo Press (Perseus). 2004. ISBN 0-306-81354-8. *An authorized, concise guide, "if you are in a hurry."*

The Complete Idiot's Guide to Robert's Rules. Nancy Sylvester, PRP, CPP-T. Alpha. 2004. ISBN 1-59257-163-8. *a remarkably helpful and authoritative reference.*

Comments on Robert's Rules. Ericson, Jon L. Southern Illinois University Press. 2000. ISBN 0-8093-1703. *a guide to Robert's Rules.*

— Please complete the evaluation form as you leave. Thanks! —



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**PARLIAMENTARY PROCEDURE QUIZ
FOR SCHOOL BOARD MEMBERS**

Circle T if the statement is true, and F if the statement is false.

- | | | | |
|---|---|-----|--|
| T | F | 1. | A board president votes only in case of a tie. |
| T | F | 2. | The board president does not enter into debate unless he/she yields the chair to the vice-president. |
| T | F | 3. | An agenda item may be postponed to the next meeting for action. |
| T | F | 4. | On important questions before the board, the board president may limit the length of discussion on a motion. |
| T | F | 5. | An explanation is always necessary when the president rules a motion out of order. |
| T | F | 6. | A motion to adjourn need not wait until the agenda has been completed. |
| T | F | 7. | A vote is not official until the chair announces it has carried or lost. |
| T | F | 8. | "Common consent" is a fine way to withdraw a motion from the floor. |
| T | F | 9. | A motion to table often has the effect of killing a motion. |
| T | F | 10. | The president is obliged to move to a vote when the "question" is called. |
| T | F | 11. | It is permitted to have a total of three (3) amendments to the main motion before the board. |
| T | F | 12. | For a motion to be reconsidered at the same meeting, a member voting with the majority in the previous vote must move for its reconsideration. |
| T | F | 13. | A school board may not vote by secret ballot. |
| T | F | 14. | If a member leaves the meeting and a quorum is lost, the board can continue with previously approved agenda items only. |
| T | F | 15. | At a meeting with four members present, a motion is made and seconded. The vote is 2 - 2. The motion is defeated. |
| T | F | 16. | Unanimous vote is the same as consensus. |
| T | F | 17. | The public has a legal right to address the board at an official meeting of the board. |
| T | F | 18. | All motions require a second. |

Effective School Board Meetings: The Role of Parliamentary Procedure.

What Boards Want:

- Effective meetings.
- Efficient meetings.
- Ability to “speak with one voice.”
- Opportunity for individual Board member concerns.
- Positive image.
- Comfortable/personable culture.
- Meetings that are fun, inspiring.
- Modeling local democracy.

What Boards (too often) Get:

- Non-productive meetings
- Meetings that drag on into the night.
- The Superintendent hears “multiple voices.”
- Members feel stifled.
- Negative image. The Board is seen as part of the problem.
- Negative, conflicted culture.
- Meetings that are discouraging.
- Our local democratic structures appear dysfunctional.

Learn More about Parliamentary Procedure

- o The Official Robert’s Rules of Order Web site: <http://www.robertsrules.com/>
- o The American Institute of Parliamentarians:
<http://www.parliamentaryprocedure.org/index.html>
- o The National Association of Parliamentarians: <http://parliamentarians.org>
- o James Slaughter’s Web site: <http://www.jimslaughter.com> NSBA Parliamentarian.

Basic Concepts of Robert's Rules

*“The great lesson for democracies to learn is for the majority to give to the minority a full, free opportunity to present their side of the case, and then for the minority, having failed to win a majority to their view, **gracefully** to submit and to recognize the action as that of the entire organization, and **cheerfully** to assist in carrying it out, until they can secure its repeal.”*

—Robert's Rules of Order, Newly Revised, p.xliii

- Consider one matter at a time
- Recognize the right of the majority to rule
- Recognize the right of the minority to be heard
- Protect the right of absent members
- Make informed decisions; act judiciously
- Allow free and impartial debate
- Conduct business in a reasonable length of time
- Make decisions with justice and fairness
- Be courteous to each other at all times

Rules for Small Boards

- Discussion may take place without a motion on the floor
- The presiding officer may participate in discussion and voting

A balcony agenda.

One hallmark of a successful school board is the ability to distinguish between board work and staff work.

Closely related to that hallmark, of course, is the willingness to consistently use that ability. That is, successful boards choose to do the board's work and empower staff to do the staff work.

One powerful way to distinguish board work from staff work is to think about the board as functioning from a "balcony perspective." In this metaphor, the balcony is distinguished from the dance floor. Board members who wish to have the value of the balcony perspective—the ability to see the big picture, the ability to see the horizon (the future), the ability to connect with the entire community, the ability to powerfully tell the district's story—must discipline themselves to stay off the dance floor.

The key question becomes: Is this board work? Or, what part of this is board work? Assurance that most agenda items are clearly "balcony perspective" items is one way the board can have confidence in its agenda.

The board should be concerned that on any given evening the board is doing the work most valuable to the success of the district. Often a focus on board work will involve resisting the "allure of the dance floor" (that is, the allure of day-to-day operations).

Another way to assess the agenda is to ask if it is focused on the "what," vs. the "how." On any given item, the board's job is to define what benefits or services the district is being asked to deliver. The "how" is best left to the staff. "What we want is students that can read." How to deliver that end—instructional methods, curriculum considerations, time on task—should be left largely to the discretion of the staff—the trained experts on these matters. Typically, the determination of ends is a values-driven matter of judgment. "Ends" is the kind of work well suited to a seven member board. The matter of "how" is a question for professional judgment; the kind of task best suited to a staff that can be held accountable for results. A board could (and too often does) argue for hours on end about the how, when the primary question is what.

Albert Einstein once said, "Perfection of means and confusion of goals seem to characterize our age."

A successful board stays focused on ends and is clear about the goals of the district. Successful board meetings avoid the alluring distractions of day-to-day operations.

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From Coming to Order. A Guide to Successful School Board Meetings. IASB. 2006. page 5.

Illinois Association of School Boards
Robert's Rules
Scripts for the Chair – Valuable Knowledge for All
(adapted from Jon Ericson)

Items:

1. Put a MAIN MOTION on the floor.
2. AMEND a motion.
3. AMEND an amendment.
4. MODIFY the motion.
5. SUBSTITUTE a motion.
6. WITHDRAW a motion.
7. CLOSE DEBATE.
8. CLOSE DEBATE on ALL pending motions.
9. OBJECTS to consideration of a motion.
10. RECONSIDER a motion.
11. APPEAL DECISION of the chair.
12. SUSPEND the rules.

The scripts for the chair:**1. If someone wants to put a MOTION on the floor.**

- *Is there a second?*
- *It is moved and seconded to* restate motion.
- *Is there debate on the motion?*
- *Seeing no one wishing to speak, we will vote on the motion. We are voting on the following motion:* restate motion. (or ask the secretary to re-state the motion).
- *Those in favor of the amendment say "Aye."*
- *Those opposed to the amendment say "No."*
- *The amendment is adopted/rejected.*
- *Do we have other business?*

(Takes a majority vote for the motion to pass.)

2. If someone moves to AMEND.

- *Is there a second?*
- *It is moved and seconded to amend by* _____.
- *Is there debate on the amendment?*
- *Seeing no one wishing to speak, we will vote on the amendment. Restate amendment.*
- *Those in favor of the amendment say "Aye."*
- *Those opposed to the amendment say "No."*

- *The amendment is adopted/rejected.*
 - *Is there further debate on the main motion?*
- (Takes a majority vote for the amendment to pass.)

3. If someone moves to AMEND THE AMENDMENT.

- *Is there a second?*
- *It is moved and seconded to amend the amendment by*
- *Is there debate on the amendment to the amendment?*
- *Seeing no one wishing to speak, we will vote on the secondary amendment. Restate amendment.*
- *Those in favor of the secondary amendment say "Aye."*
- *Those opposed to the secondary amendment say "'No."*
- *The amendment is adopted/rejected.*
- *Is there further debate on the motion to amend?*

(Takes a majority vote for the amendment to the amendment to pass.)

4. If someone requests permission to MODIFY his/her motion

- *There is a request to modify the motion by the maker.*
- *If there is no objection the request to modify will be granted. Pause.*
- *Hearing no objection, the motion is modified.*

Or, if there is objection.

- *There is objection.*
- *If you wish, you may move to amend your motion.*

5. If someone moves to SUBSTITUTE.

- *Is there a second?*
- *It is moved and seconded to substitute by _____*
- *Is there debate on the motion to substitute?*
- *The question is, Shall the motion to Substitute replace the Main Motion as the main motion? A vote "Aye" means you want the motion to Substitute to become the Main Motion. A vote "No" means you want to return to the Main Motion.*
- *Those in favor of the motion to Substitute say "Aye"*
- *Those opposed to the motion to Substitute say "No."*

(Takes a majority vote for the substitute to pass.)

6. If the maker requests permission to WITHDRAW his/her motion.

No second required, not debatable.

- *The maker of the motion requests permission to withdraw his/her motion*
- *If there is no objection the motion will be withdrawn. Pause*
- *Hearing no objection, the motion is withdrawn.*

If there is objection to a request to withdraw a motion:

- *There is objection.*
- *The question is, Shall permission to withdraw the motion be granted?*
- *Those in favor of withdrawing the motion say 'Aye.'*
- *Those opposed to withdrawing the motion say "No."*

(Takes majority vote to withdraw the motion.)

7. If someone moves to CLOSE DEBATE (ie. Calls for the Previous Question).

Not debatable.

- *Is there a second?*
- *It is moved and seconded to close debate. Those in favor of closing debate say "'Aye.'" Those opposed to closing debate say "No."*

(Takes 2/3 vote for the motion to close debate to pass.)

8. If someone moves to CLOSE DEBATE ON ALL PENDING MOTIONS.

Not debatable.

- *Is there a second?*
- *It is moved and seconded to close debate on all pending motions.*
- *Those in favor of closing debate on all pending motions say "Aye."*
- *Those opposed to closing debate on all pending motions say "NO."*

(Takes 2/3 vote for the motion to close debate to pass.)

9. If someone OBJECTS TO CONSIDERATION of a Main Motion

- *There is objection to the consideration of _____'s main motion.*
- *The question is, shall _____'s main motion be considered?*
- *Those in favor of considering the main motion say "Aye."*
- *Those opposed to considering the main motion say "No."*

(Takes 2/3 vote in the negative for the objection to pass.)

10. If someone moves to RECONSIDER.

- *Did you vote on the prevailing side?*
- *Is there a second?*
- *It is moved and seconded to reconsider the vote on _____*
- *Is there debate on the motion to reconsider?*

When debate is over:

- *The question is, Shall we reconsider the vote on _____*
- *Those in favor of reconsideration say "Aye."*
- *Those opposed to reconsideration say "No."*

(Takes majority vote for reconsider to pass.)

11. If someone APPEALS from the decision of the chair

- *Is there a second?*
- *There is an appeal from the decision of the chair. The question is, Shall the decision of the chair be sustained?*
- *IS there debate? (Chair can state reasons for chair's ruling as a part of the debate.)*
- *When debate is over: The question is, Shall the decision of the chair be sustained? A vote "Aye means you support the decision of the chair. A vote "No" means you support the appeal.*
- *Those in favor of sustaining the decision of the chair say "Aye."*
- *Those opposed. to sustaining the decision of the chair say "No."*

(Takes a majority vote in the negative for the appeal to pass.)

12. If someone moves to SUSPEND THE RULES

Not debatable.

- *Is there a second?*
- *It is moved and seconded to suspend the rules in order to _____.*
- *The question is, Shall the rules be suspended? Those in favor of suspending the rules say "Aye. " Those opposed to suspending the rules say "No."*

(Takes a 2/3 vote to suspend the rules.)

Simplified Chart of Parliamentary Motions for School Board Members

(move it [then]: amend it, refer it, postpone it, vote on it)

Motion & Order of Precedence	You say:	Debatable	Amendable	Vote Required
8. Adjourn	I move to adjourn	No	No	Majority
7. Recess	I move to recess for	No	Yes	Majority
6. Close Debate	I move the previous question	No	No	2/3
5. Postpone Definitely	I move to postpone the motion to	Yes	Yes	Majority
4. Refer to Committee	I move to refer the motion to	Yes	Yes	Majority
3. Amend the Amendment	I move to amend the amendment by	Yes	No	Majority
2. Amend or Substitute	I move to amend the motion by	Yes	Yes	Majority
1. Main Motion	I move to	Yes	Yes	Majority
Reconsider		Yes	No	Majority
Rescind		Yes	Yes	Majority
Incidental Motions – no order of precedence. Arise incidentally & decided immediately.				
Point of Order (to enforce rules)	Point of order	No	No	None
Parliamentary Inquiry	Parliamentary question	No	No	None
Withdraw or Modify a Motion	I withdraw (or modify) my motion	No	No	Majority

Ten Commandments for Meetings

- 1) Attend all regularly scheduled meetings.
- 2) Recognize decisions made by the board as a whole.
- 3) Delegate authority for administration to the superintendent.
- 4) Focus on planning, goal setting, and policy making.
- 5) Become informed and base all decisions on available facts.
- 6) Communicate at appropriate times.
- 7) Encourage free expression of opinions.
- 8) Refuse to surrender judgment to individuals or special groups.
- 9) Respect confidentiality of information.
- 10) Make decisions considering the educational welfare of all students.

Exhibit –Robert’s Rules Scenario (Policy Revision):

Community Relations 8:20

EXISTING POLICY

Community Use of School Facilities

School facilities are available to the community for education, civic, cultural, and other non-commercial uses consistent with the public interest when such use does not interfere with the school program or school-sponsored activities.¹ The use of school facilities for school purposes has precedence over all other uses. Persons on school premises must abide by the District's conduct rules at all times.²

The Superintendent shall develop procedures to manage community use of school facilities. Use of school facilities requires the Superintendent's approval and is subject to the procedures.

LEGAL REF.: 20 U.S.C. §7905.

105 ILCS 5/10-22.10 and 5/29-3.5.

Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001)

Lamb's Chapel v. Center Moriches Union Free School District, 113 S.Ct. 2141 (1993).

Rosenberger v. Rector and Visitors of Univ. of Va., 515 U.S. 819 (1995).

CROSS REF.: 7:330 (Student Use of Building - Equal Access), 8:25 (Distribution and Display of Community Flyers and Posters), 8:30 (Conduct on School Property)

ADMIN. PROC.: 8:20-AP (Community Use of School Facilities)

¹ Many complex legal and practical issues arise when a board adopts an access to school facilities policy. The Constitution's Free Speech and Equal Protection Clauses, as well as the Equal Access Act, are triggered. A board may avoid triggering these laws by refusing to permit any non-school groups to use its facilities (thereby creating a closed forum). A board may also avoid triggering the Constitutional clauses and the Equal Access Act by allowing non-school group use of its facilities (thereby creating an open forum). If the board creates an open forum, it may still impose reasonable time, place, and manner restrictions on the use as long as the restrictions are the same for all groups. However, practically speaking, it is difficult for a board to either completely close its facilities to non-school groups or to open its facilities to all non-school groups. Most boards decide to create a limited open forum.

This policy creates a limited open public forum by allowing public use of school facilities provided the use is consistent with the public interest. See *Widmar v. Vincent*, 454 U.S. 263 (1981). A public school district may not discriminate on the basis of a group's purpose, message, or goal. Thus, any restrictions on the use by non-school groups must not discriminate against speech on the basis of viewpoint. *Lamb's Chapel v. Center Moriches Union Free School District*, 113 S.Ct. 2141 (1993); *Good News Club v. Milford Central School*, 121 S.Ct. 2093 (2001). A board must show neutrality to all viewpoints.

A board runs afoul of showing viewpoint neutrality if it prohibits single sex youth organizations, even those that discriminate against homosexuals, to use school facilities. Note the U.S. Supreme Court refused to apply the N.J.'s public accommodation law to the Boy Scouts because forcing the Scouts to accept a homosexual as a member would violate the Scout's freedom of expressive association. *Boy Scouts of America v. Dale*, 120 S.Ct. 2446 (2000).

This constitutional jurisprudence was codified as §9525 of the No Child Left Behind Act of 2001 (20 U.S.C. §7905). Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country."

The following scenarios are examples under this policy. By allowing non-school groups to use facilities: (1) for "education" purposes, a religious group may provide religious education to students after school hours; (2) for "uses consistent with the public interest," a church may use the school for Sunday services; (3) for "cultural" uses, a gay-lesbian group could use the school for discussing famous homosexuals; and (4) for "civic" uses, a single sex club that discriminates against homosexuals (e.g., the Boy Scouts), may hold a meeting at the school for instilling civic awareness in members. A board should discuss the implications of any access to school facilities policy with its attorney.

See sample policy 7:330, Student Use of Buildings, for a discussion of the Equal Access Act, 20 U.S.C. §4071 et seq.

² See policy 8:30.

Exhibit (continued)

EXISTING ADMINISTRATIVE PROCEDURE

Community Use of School Facilities¹

1. School-affiliated organizations, school-sponsored programs, and organizations whose primary purpose is to provide financial assistance to the school are all considered, for the purpose of these Procedures, to be school-related.
2. All non-school related groups must complete an application, stating fully:
 - a. the applicant's name, address, and telephone number;
 - b. the specific facility requested and the purpose for which it will be used;
 - c. the type of program or activity;
 - d. the materials to be brought into or near the building;
 - e. the room arrangement, including decorations;
 - f. needed food and drink service; and
 - g. needed equipment.
3. All non-school related groups must:
 - a. indemnify and hold harmless the District and its agents and employees for and from any and all loss including attorneys' fees, damages, expense, and liability arising out of its use of school property.
 - b. pay any damages to school facilities, furniture, or equipment arising out of its use of school property whether such damage was accidental or deliberate. The cost of damages will be based on the repair or replacement cost, the choice of which is at the Board's discretion.
 - c. supply proof of insurance verifying that the group maintains adequate insurance coverage against personal injury and/or property loss.
4. All groups must supply adequate supervision to ensure proper care and use of school facilities.
5. Only the cafeteria, auditorium, gymnasium, and athletic field, along with needed hallways and parking areas, are available for community use.
6. No furniture or equipment may be moved without prior approval from the Building Principal.
7. Signs, displays, or materials may not be attached, nailed, or otherwise affixed to school facilities.

¹ Administrative procedures implementing a policy allowing community use of school facilities should have provisions to protect those facilities from damage and the district from unnecessary liability. The procedures should also clearly identify which groups are considered "school-related" and what facilities are available, and rental charges. Districts have discretion regarding these issues because State law does not address them.

Exhibit (continued)

REPORT FROM THE SUPERINTENDENT

To the January Board Meeting...

Report on research – neighboring districts, best practice, options, etc...

In light of my research, I recommend we begin to charge for the use of our facilities. I propose the following policy change:

The following shall be added to Policy 8:20 Community Use of School Facilities. It becomes the third paragraph:

Student and school-related organizations and municipalities shall be granted the use of school facilities at no cost. Other organizations granted use of facilities shall pay fees and costs.

Administrative Procedure: if the board adopts the language above, I propose we edit our administrative procedures as follows:

8. *The following fees apply:*

Rental charge (non-school related groups only): \$100.00

Meal and beverage service: *Per person menu cost as determined by the cafeteria supervisor.*

The evening/half day use fee of \$100.00 was derived after researching costs for janitorial/security coverage, utilities and maintenance. At this rate additional annual revenues would be approximately \$15,000. Net revenue increase after costs, \$5,000. At present we are subsidizing those who use the building to the tune of \$10,000.

answers
**PARLIAMENTARY PROCEDURE QUIZ
FOR SCHOOL BOARD MEMBERS**

- F 1. A board president votes only in case of a tie.
- F 2. The board president does not enter into debate unless he/she yields the chair to the vice-president.
- T 3. An agenda item may be postponed to the next meeting for action.
- F 4. On important questions before the board, the president may limit the length of discussion on a motion.
- F 5. An explanation is always necessary when the president rules a motion out of order.
- T 6. A motion to adjourn need not wait until the agenda has been completed.
- T 7. A vote is not official until the chair announces it has carried or lost.
- T 8. "Common consent" is a fine way to withdraw a motion from the floor.
- T 9. A motion to table often has the effect of killing a motion.
- F 10. The president is obliged to move to a vote when the "question" is called.
- F 11. It is permitted to have a total of three (3) amendments to the main motion before the board.
- T 12. For a motion to be reconsidered at the same meeting, a member voting with the majority in the previous vote must move for its reconsideration.
- T 13. A school board may not vote by secret ballot.
- F 14. If a member leaves the meeting and a quorum is lost, the board can continue with previously approved agenda items only.
- T 15. At a meeting with four members present, a motion is made and seconded. The vote is 2 - 2. The motion is defeated.
- F 16. Unanimous vote is the same as consensus.
- T 17. The public has a legal right to address the board at an official meeting of the board.
- F 18. All motions require a second.

Welcome!

Practical Parliamentary Procedure

while we gather,
try your hand at the
quiz on page 2

Practical Parliamentary Procedure –

The Basics for School Board Members

What Boards Want

What Boards Want

- Effective meetings.
- Efficient meetings.
- Ability to "speak with one voice."
- Opportunity for individual board member concerns.
- Positive image.
- Comfortable/personable culture.
- Meetings that are fun, inspiring.
- To model local democracy.

What Boards (too often) Get

- Non-productive meetings
- Meetings that drag on into the night.
- The Superintendent hears "multiple voices."
- Members feel stifled.
- Negative image. The Board is seen as part of the problem.
- Negative, conflicted culture.
- Meetings that are discouraging.
- Our local democratic structures appear dysfunctional.

WHY I CARE ABOUT PARLIMENTARY PROCEDURE.

- The work of school boards is vitally important.
- Boards cannot do good work without good meetings.
- Good meetings don't happen by chance.

✓ Good Agenda

✓ Good Board Processes

It's a School Board, not an Assembly

Rules for Small Boards

Examples:

- Discussion may take place without a motion on the floor.
- The presiding officer may participate in discussion and voting.

page 3

The Governance role of the Board – key to effectiveness

1. In Between: Telling the Community's Story to the District & Telling the District's Story to the Community.

Good Meetings (continued)

2. A Balcony Perspective

❖ A Balcony Agenda:

- ✓ Future
- ✓ Big picture
- ✓ Focus: Student Learning

3. Clarity about District Purpose, Direction, Mission

Essence of Robert's Rules

- C. S.
- C. C.
- Common Sense
- Common Courtesy

*"The great lesson for democracies to learn is for the majority to give to the minority a full, free opportunity to present their side of the case, and then for the minority, having failed to win a majority to their view, **gracefully** to submit and to recognize the action as that of the entire organization, and **cheerfully** to assist in carrying it out, until they can secure its repeal."*

—Robert's Rules of Order,
Newly Revised, p.xviii

The Heart of Robert's Rules...

Balancing

**The Rule of the Majority
&
The Rights of Individuals**
(the minority and absent members)

Majority & Individual Members

Does your board have a good balance?

Which does your board do best?

Which is harder for your board?



Common Questions

- How to make or amend a motion?
- How to postpone a vote?
- How to end debate?
- Does board policy or Robert's Rules have greater priority?
- Point of order? Appeal decision?
- Effect of abstentions?
- How to "undo" a passed motion?
- Keeping discussion focused on the agenda?

The Official Robert's Rules of Order Web site:

<http://www.robertsrules.com/>

The American Institute of Parliamentarians:

<http://www.aipparlipro.org>

The National Association of Parliamentarians:

<http://parliamentarians.org>

James Slaughter's site (NSBA Parliamentarian):

<http://www.jimslaughter.com>

Basic Concepts of Robert's Rules

- One matter considered at a time.
- Right of majority to rule.
- Right of minority to be heard.
- Right of absent member to be protected.
- Make informed decisions; act judiciously.

page 4

Basic Concepts of Robert's Rules

continued

- Allow free and impartial debate.
- Reasonable length of time.
- Justice and fairness are part of the decision-making process.
- Board members are courteous and respectful to each other at all times.

page 4

The Hierarchy: Robert's Rules and School Boards

1. Federal and State laws and regulations.
2. Local board policy.
3. Robert's Rules (or some form of written procedures).

A Parliamentary Procedure Scenario

Question:

Have we got our policy on building use right?

Current policy -
page 12

Scenario: December Meeting

1. Financial troubles.
2. Superintendent report – fees?
3. Member #1: “good idea.” let’s revise our policy. (motion).
4. Member #2: “categories?” (amendment)
5. Member #3: “need more info. research & report. (postpone).”

Scenario: Between Meetings

6. Superintendent did some research.
7. All Board members read the current policy and reviewed the current administrative procedure.
(Community Relations 8:20)

pages 12 & 13 in your handout

Scenario: January Meeting

8. President: motion on the floor
9. Report from Superintendent, including proposed language. (handout page 14)
10. Member #1: "thanks, good ideas." (substitute – common consent)
11. Discussion... "sense we are ready to vote" or "call the previous question."
12. Vote.
13. President: 6 – 1. "thanks. next steps: policy adoption."

Alternate Scenario

(board members leave the meeting after discussing a topic)

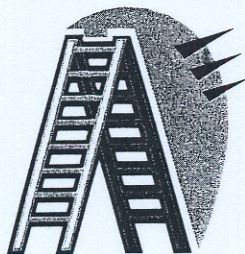
1. Member #1: we decided to charge folks who use our facilities.
2. Member #2: We are going to study it some more and talk next month.
3. Member #3: Some groups will not need to pay, but some will.

Scenario Questions (table work)

- Is the scenario "real" in terms of your board's work & practice?
- Any procedural (Robert's Rules) questions?
- What is the proper relationship between board work and policy?

Policy is what boards do...

Order of Precedence



Order of Precedence

Motion	Second	Amend	Repeal	Vote
1. Adjourn	1 voice to adjourn	No	No	Majority
2. Recess	1 voice to recess for	No	Yes	Majority
3. Close Debate	1 voice to prevent the previous question	No	No	2/3
4. Previous Question	1 voice to prevent the previous question	Yes	Yes	Majority
5. Refer to Committee	1 voice to refer the question to	Yes	Yes	Majority
6. Amend the Amendment	1 voice to amend the amendment for	Yes	No	Majority
7. Amend or Substitute	1 voice to amend the motion or	Yes	Yes	Majority
8. Table Motion	1 voice to	Yes	Yes	Majority
9. Suspend the Rules	1 voice to	Yes	Yes	Majority
Point of Order (to enforce rules)	Point of order	No	No	None
Parliamentary Inquiry	Parliamentary question	No	No	None
Withdraw or Modify a Motion	1 voice to withdraw or modify a motion	No	No	Majority

Some Items for Discussion from Policy Adoption Scenario

- Motion – something tangible to discuss.
- Amendment (only 2 X).
- Order of Precedence.
- Postpone. (comes back just where we were).
- Debate.
- Board President as servant of the board, not master.
- A step-by-step process for doing business (adopting policy). See next slide...

A step-by-step process for doing school board business (crafting policy)

1. Identify an issue (usage fee?)
2. Research topic & get input from all quarters
3. Decide on direction
4. Draft policy language
5. Consult attorney
6. Two-part policy adoption (first & second reading)

A Majority Is: (Say Three Times)

- More than half
- Of those present and voting
(not counting members who abstain)
- During a legally convened
meeting (quorum present)

Basic Concepts – Share with your Board

- Understand Parliamentary Procedure guarantees you get your “say” but not necessarily your “way.”
- Appreciate the “tension” between democracy and efficiency.
- Recognize that Robert’s Rules need not be imposed with an iron fist.

Q & A

- How can we make this work for us?
- What constitutes a good meeting?
- What else do we need to know?

Questions:

John J Cassel, Director, Field Services
Illinois Association of School Boards
1 East 22nd Street
Lombard, IL 60148
630629-3776 x1235
jcassel@iasb.com

Thanks for joining us...

*And thanks for your work on
behalf of public education!*

Practical Parliamentary Procedure

Evaluation

Your candid response to this workshop will help future panel and workshop planners better meet the needs and interests of board members & administrators. Thank you!

1. OVERALL RATING. Please check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> excellent | <input type="checkbox"/> dynamic |
| <input type="checkbox"/> I got bored | <input type="checkbox"/> a waste |
| <input type="checkbox"/> good variety | <input type="checkbox"/> good content, needed better presentation |
| <input type="checkbox"/> Q & A helpful | <input type="checkbox"/> good presentation, content lacking |
| <input type="checkbox"/> informative | <input type="checkbox"/> lacked full spectrum of opinion |
| <input type="checkbox"/> worth repeating | <input type="checkbox"/> needed more time for questions |
| <input type="checkbox"/> good presentation | |

Did the session meet your expectations?

☐ Yes ☐ No

	excellent	good	fair	poor
Rating the Panel/Workshop as a Whole	4	3	2	1
Workshop Presenter(s)	4	3	2	1

2. COMMENTS REGARDING THE CONTENT: (please use the back for additional space)

Your needs? Did the panel/workshop address your needs as a school board member?

Most Helpful? What was most helpful in the panel/workshop?

Least Helpful. What was least helpful, or confusing, in the panel/workshop?

Advice. Any suggestions as the IASB works with boards regarding these matters?

Optional: Name _____ Day Phone _____

Thanks for your thoughts! Please return today OR mail to John Cassel, IASB, 1 E 22nd Street (suite 20), Lombard, IL 60148. FAX 630/629-3940

"abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. ⁸ The sequence for casting votes shall be rotated. ⁹

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. ¹⁰

Minutes

The Board Secretary shall keep written minutes of all School Board meetings (whether open or closed), which shall be signed by the President and the Secretary. ¹¹ The minutes include: ¹²

1. The meeting's date, time, and place;
2. School Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yea" and "nay";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
7. A record of all motions, the members making the motion and the second; and
8. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

2. A resolution directing the sale of district real property or improvements thereon shall be approved by at least two-thirds of the school board members (105 ILCS 5/5-22).
3. A motion or resolution to make or renew a lease of school property to another school district or municipality or body politic and corporate for a term longer than 10 years, or to alter the terms of such a lease whose unexpired term exceeds 10 years, shall be approved by a vote of two-thirds of the board's full membership (105 ILCS 5/10-22.11).
4. A motion or resolution to lease any building, rooms, grounds, and appurtenances to be used by the district for school or administration purposes for a term longer than 10 years, or to alter the terms of such a lease whose unexpired term exceeds 10 years, shall be approved by a vote of two-thirds of the board's full membership (105 ILCS 5/10-22.12).
5. A motion or resolution to obtain personal property by lease or installment contract shall be approved by an affirmative vote of 2/3 of the members of the board. "Personal property" includes computer hardware and software and all equipment, fixtures, and improvements to existing district facilities to accommodate computers (105 ILCS 5/10-22.25a).

⁸ In most situations, the failure of a member to vote has the effect of acquiescence or concurrence with the majority of votes cast. Prosser v. Village of Fox Lake, 438 N.E.2d 134 (1982). Exceptions include when a statute requires the "affirmative vote" of a majority or extra-majority (e.g., the statutory exceptions listed in the footnote above).

⁹ Voting sequence is at the board's discretion. All board members, including officers, may make motions and vote.

¹⁰ Required by 105 ILCS 5/10-7. The minutes are the only record showing that the board took official action, including necessary prerequisites to make such action legally sufficient. Optional provisions include:

- Option 1: Any School Board member may request that his or her vote be recorded and may append a statement explaining it.
- Option 2: Any School Board member may request that his or her vote be changed before the President announces the result.

¹¹ 105 ILCS 5/10-7 and 5 ILCS 120/2.06. A non-member recording secretary or clerk may be given these responsibilities (105 ILCS 5/10-14).

¹² All items listed are required to be recorded in minutes except items 7 and 8; other items may be included at the board's discretion (5 ILCS 120/2.06 and 120/2a; 105 ILCS 5/10-7).

such calendar or fiscal year, listing the times and places of such meetings.

If a change is made in regular meeting dates, at least 10 days' notice of such change shall be given by publication in a newspaper of general circulation in the area in which such body functions. However, in the case of bodies of local governmental units with a population of less than 500 in which no newspaper is published, such 10 days' notice may be given by posting a notice of such change in at least 3 prominent places within the governmental unit. Notice of such change shall also be posted at the principal office of the public body or, if no such office exists, at the building in which the meeting is to be held. Notice of such change shall also be supplied to those news media which have filed an annual request for notice as provided in paragraph (b) of Section 2.02.

(Source: Laws 1967, p. 1960.)

(5 ILCS 120/2.04) (from Ch. 102, par. 42.04)

Sec. 2.04. The notice requirements of this Act are in addition to, and not in substitution of, any other notice required by law. Failure of any news medium to receive a notice provided for by this Act shall not invalidate any meeting provided notice was in fact given in accordance with this Act.

(Source: Laws 1967, p. 1960.)

(5 ILCS 120/2.05) (from Ch. 102, par. 42.05)

Sec. 2.05. Recording meetings. Subject to the provisions of Section 8-701 of the Code of Civil Procedure, any person may record the proceedings at meetings required to be open by this Act by tape, film or other means. The authority holding the meeting shall prescribe reasonable rules to govern the right to make such recordings.

If a witness at any meeting required to be open by this Act which is conducted by a commission, administrative agency or other tribunal, refuses to testify on the grounds that he may not be compelled to testify if any portion of his testimony is to be broadcast or televised or if motion pictures are to be taken of him while he is testifying, the authority holding the meeting shall prohibit such recording during the testimony of the witness. Nothing in this Section shall be construed to extend the right to refuse to testify at any meeting not subject to the provisions of Section 8-701 of the Code of Civil Procedure.

(Source: P.A. 94-1058, eff. 1-1-07.)

 (5 ILCS 120/2.06) (from Ch. 102, par. 42.06)

Sec. 2.06. Minutes.

(a) All public bodies shall keep written minutes of all their meetings, whether open or closed, and a verbatim record of all their closed meetings in the form of an audio or video recording. Minutes shall include, but need not be limited to:

- (1) the date, time and place of the meeting;
- (2) the members of the public body recorded as either present or absent and whether the members were physically present or present by means of video or audio conference; and
- (3) a summary of discussion on all matters proposed, deliberated, or decided, and a record of any votes taken.

(b) The minutes of meetings open to the public shall be available for public inspection within 7 days of the approval of such minutes by the public body. Beginning July 1, 2006, at the time it complies with the other requirements of this subsection, a public body that has a website that the full-time staff of the public body maintains shall post the minutes of a regular meeting of its governing body open to the public on the public body's website within 7 days of the approval of the minutes by the public body. Beginning July 1, 2006, any minutes of meetings open to the public posted on the public body's website shall remain posted on the website for at least 60 days after their initial posting.

(c) The verbatim record may be destroyed without notification to or the approval of a records commission or the State Archivist under the Local Records Act or the State Records Act no less than 18 months after the completion of the meeting recorded but only after:

(1) the public body approves the destruction of a particular recording; and

(2) the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.

(d) Each public body shall periodically, but no less than semi-annually, meet to review minutes of all closed meetings. At such meetings a determination shall be made, and reported in an open session that (1) the need for confidentiality still exists as to all or part of those minutes or (2) that the minutes or portions thereof no longer require confidential treatment and are available for public inspection. The failure of a public body to strictly comply with the semi-annual review of closed session written minutes, whether before or after the effective date of this amendatory Act of the 94th General Assembly, shall not cause the written minutes or related verbatim record to become public or available for inspection in any judicial proceeding, other than a proceeding involving an alleged violation of this Act, if the public body, within 60 days of discovering its failure to strictly comply with the technical requirements of this subsection, reviews the closed session minutes and determines and thereafter reports in open session that either (1) the need for confidentiality still exists as to all or part of the minutes or verbatim record, or (2) that the minutes or recordings or portions thereof no longer require confidential treatment and are available for public inspection.

(e) Unless the public body has made a determination that the verbatim recording no longer requires confidential treatment or otherwise consents to disclosure, the verbatim record of a meeting closed to the public shall not be open for public inspection or subject to discovery in any administrative or judicial proceeding other than one brought to enforce this Act. In the case of a civil action brought to enforce this Act, the court, if the judge believes such an examination is necessary, must conduct such in camera examination of the verbatim record as it finds appropriate in order to determine whether there has been a violation of this Act. In the case of a criminal proceeding, the court may conduct an examination in order to determine what portions, if any, must be made available to the parties for use as evidence in the prosecution. Any such initial inspection must be held in camera. If the court determines that a complaint or suit brought for noncompliance under this Act is valid it may, for the purposes of discovery, redact from the minutes of the meeting closed to the public any information deemed to qualify under the attorney-client privilege. The provisions of this subsection do not supersede the privacy or confidentiality provisions of State or federal law.

(f) Minutes of meetings closed to the public shall be available only after the public body determines that it is no longer necessary to protect the public interest or the privacy of an individual by keeping them confidential.

(Source: P.A. 93-523, eff. 1-1-04; 93-974, eff. 1-1-05; 94-28, eff. 1-1-06; 94-542, eff. 8-10-05; 94-1058, eff. 1-1-07.)

(5 ILCS 120/2a) (from Ch. 102, par. 42a)

Sec. 2a. A public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present, taken at a meeting open to the public for which notice has been given as required by this Act. A single vote may be taken with respect to a series of meetings, a portion or portions of which are proposed to be closed to the public, provided each meeting in such series involves the same particular matters and is scheduled to be held within no more than 3 months of the vote. The vote of each member on the question of holding a meeting closed to the public and a citation to the specific exception

Chart of Parliamentary Motions

Motion	Requires Second	Debatable	Amendable	Vote Required
PRIVILEGED MOTIONS				
14. Fix Time to Which to Adjourn	Yes	No	Yes	Majority
13. Adjourn	Yes	No	No	Majority
12. Recess	Yes	No	Yes	Majority
11. Raise a Question of Privilege	No	No	No	None
10. Call for the Orders of the Day	No	No	No	None
SUBSIDIARY MOTIONS				
9. Lay on the Table	Yes	No	No	Majority
8. Call for the Previous Question	Yes	No	No	2/3
7. Limit or Extend Limits of Debate	Yes	No	Yes	2/3
6. Postpone Definitely	Yes	Yes	Yes	Majority
5. Refer to Committee	Yes	Yes	Yes	Majority
4. Amend the Amendment	Yes	Yes	No	Majority
3. Amend or Substitute	Yes	Yes	Yes	Majority
2. Postpone Indefinitely	Yes	Yes	No	Majority
MAIN MOTIONS				
1. Original	Yes	Yes	Yes	Majority
Main Motion (Resolution)				
Bring a Question Again	Yes	Yes	No	Majority
Reconsider	Yes	No	No	Majority
Take from the Table	Yes	No	Yes	Majority
Rescind	Yes	Yes	Yes	With notice
INCIDENTAL MOTIONS				
No order of precedence				
Parliamentary Inquiry	No	No	No	None
Point of Information	No	No	No	None
Point of Order	No	No	No	None
Division of the Assembly	Yes	Yes	No	Majority
Appeal from Decision of Chair	No	No	No	Majority
Modify or Withdraw a Motion	Yes	No	Yes	Majority
Divide a Motion	Yes	No	No	Majority
Create a Blank	Yes	No	No	2/3
Suspend the Rules	Yes	No	No	2/3
Object to Consideration	No	No	No	2/3

Simplified Chart of Parliamentary Motions

Move it, amend it, and refer it or postpone it or vote on it.

Motion	Debatable	Amendable	Vote Required
8. Adjourn	No	No	Majority
7. Recess	No	Yes	Majority
6. Close Debate	No	No	2/3
5. Postpone Definitely	Yes	Yes	Majority
4. Refer to Committee	Yes	Yes	Majority
3. Amend the Amendment	Yes	No	Majority
2. Amend or Substitute	Yes	Yes	Majority
1. Main Motion (Resolution)	Yes	Yes	Majority
Reconsider	Yes	No	Majority
Rescind	Yes	Yes	Majority with notice
Motions Dealing with the General Conduct of the Meeting			
No Order of Precedence			
Parliamentary Inquiry	No	No	None
Point of Order	No	No	None
Division of the Assembly	No	No	None
Appeal from Decision of Chair	Yes	No	Majority
Withdraw or Modify a Motion	No	No	Majority
Divide the Motion	No	Yes	Majority
Suspend the Rules	No	No	2/3

See Jon Ericson, *Notes and Comments on Robert's Rules*

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*Notes and Comments on
Robert's Rules* by
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4/06-1000-154

SCHOOL DISTRICT 46
ENROLLMENT REPORT
DECEMBER, 2006

Grade	Avon	Woodview	Prairieview	Meadowview	Frederick	Middle School	Total
Early Ch.			9 am 7 pm	10 am 7 pm			
Early Ch.			9 am 8 pm	10 am 7 pm			
Early Ch.			9 am 8 pm	9 am 7 pm			
TOTAL			50	50			100
Net Change*			2	8			10
K	24 am 24 pm	23 am 24 pm	24 am 25 pm	22 am 20 pm			
K	24 am 24 pm	21 am	25 am 24 pm	22 am 22 pm			
K			24 am 24 pm				
K							
TOTAL	96	68	146	86			396
Net Change*	3	-1	1	same			3
1	24	24	25	26			
1	24	23	26	26			
1	24	23	25	24			
1	25	24	22	27			
1			24				
1			27				
1			25				
TOTAL	97	94	174	103			468
Net Change*	same	1	-4	-1			-4
2	29	23	27	24			
2	29	20	27	25			
2	29	22	27	25			
2		23	25	25			
2			26				
2			27				
ACES	2						
TOTAL	89	88	159	99			435
Net Change*	2	1	4	1			8
3	29	23	28	25			
3	29	24	29	24			
3	30	24	30	26			
3	29	25	29	24			
3			29				
3			29				
3							
TOTAL	117	96	174	99			486
Net Change*	3	1	same	same			4
4	23	29	26	27			
4	23	29	27	28			
4	24	30	27	26			
4	23	29	27	27			
4			27				
4			27				
ACES	2						
TOTAL	95	117	161	108			481
Net Change*	-1	2	2	same			3
TOTAL 5th - 16 sections - 30.0 average class size					488		488
Net Change*							8
TOTAL 6th - 16 sections - 27.8 average class size					451		451
Net Change*							6
TOTAL 7th - 16 sections - 29.4 average class size						470	470
Net Change*							same
TOTAL 8th - 15 sections - 30.0 average class size						454	454
Net Change*							3
1-4 TOTAL	398	395	668	409			
KIND TOTAL	96	68	146	86			
ECH TOTAL			50	50			
BLDG TOTAL	494	463	864	545	939	924	
TOTAL DISTRICT 46 ENROLLMENT (Including Early Childhood as of 11/30/06)							4229
*NET CHANGE FROM LAST REPORT (NOV, 2006)							41
NET CHANGE FROM DEC, 2005							128

Out of District Special Education Placements (SEDOL) - December 2006

Grade	ECH	ELS	TMH	LASSO	ED	TAB	LOP	DF	VI	TOTAL
-2										
-1	3@ 15,491									4
K				2@ 23,469						2
1		17,930								1
2		17,930			29,823					2
3		17,930								1
4		17,930			2@ 20,985					3
5		2@ 17,930		23,469	20,985		14,414			5
6		17,930				10,786				2
7								2@ 26,752		2
8				3@ 23,469			14,414			4
11/06	3	7	0	6	3	2	2	2	0	25@ \$498,693
10/06	3 students	7 students	0 students	7 students	3 students	2 students	2 students	2 students	0 students	26 @ \$522,162
11/05	2 students	8 students	1 student	4 students	3 students	4 students	3 students	4 students	0 students	29@ \$565,940

The column headings represent the Special Education Placement programs and the dollar amounts represent the yearly tuition corresponding to the respective program. (School Year is 176 days plus 20 Summer School days for a total of 196 days) Tuition rates may vary depending on grade level of the student and also on the comprehensiveness of the program. The total tuition is pro-rated by SEDOL at the end of the school year to reflect students who have dropped from programs or entered at later dates during the year.

Program Key: ECH - Early Childhood ELS - Educational Life Skills TMH - Trainable Mentally Handicapped (moderate to profound mental impairment)
 TAB - Teaching Appropriate Behaviors LASSO - Life Skills Education ED - Emotionally Disturbed
 LOP - Learning Opportunities (mild to moderate mental impairment) DF - Hearing Impaired VI - Vision Impaired

Private/Residential:

The district currently has 7 students placed in Therapeutic Day Schools with an average per diem rate of \$190.00.
 Total tuition for Oct = \$12,600. (20 attendance days in Oct. x \$630.00 = \$12,600)

There is one student currently enrolled in a residential out of state placement. October tuition = \$14,414.10.
 (20 days times per diem tuition rate of \$245.07 plus 30 days times per diem residential rate of \$317.09 **)

** Tuition and Room & Board rates changed for the 06/07 school year.)

Nov '06 Pvt/Res Tuition:
 8 students @ \$27,307

Nov '05 Pvt/Res Tuition:
 7 students @ \$31,680

Early Childhood Program PV = 50 MV = 50
 PV - 27 (AM) 23 (PM) / MV - 29 (AM) 21 (PM)

FACES Program @ Frederick School = 7
 2 fifth grade, 5 sixth grade

ACES Program @ Avon = 4
 2 second grade, 2 fourth grade

COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46

General Background Information for the Levy Process

Prepared by Daniel Aggen, Assistant Superintendent of Finance and Technology – November 2006

I. Introduction

The focus of the 2006 tax levy is to ensure that Community Consolidated School District 46 has a fiscally responsible plan to meet the primary objectives and responsibilities of the District, and to maintain adequate fund balances.

II. Important Legislation

Three pieces of legislation continue to have a significant effect on School District 46:

- A. Tax Caps - The Illinois State legislature imposed the tax cap on the metropolitan Chicago "collar counties" in 1991. This Law limits the increase in the total dollar extensions of all tax cap funds, including those subject to separate individual tax rate maximums, to 5% or the change in the consumer price index (CPI), whichever is lower. Excluded from the cap are increases in the tax base due to new construction, extensions for existing debt service, and extensions for new non-referendum debt.

The following is a summary of the relevant percentages by year:

Levy Year	CPI Base Year	CPI
2006	2005	3.4%
2005	2004	3.3%
2004	2003	1.9%
2003	2002	2.4%
2002	2001	1.6%
2001	2000	3.4%
2000	1999	2.7%
1999	1998	1.6%
1998	1997	1.7%
1997	1996	3.3%
1996	1995	2.5%
1995	1994	2.7%
1994	1993	2.7%

- B. Lake County - EAV Senate Bill 715 amended the Property Tax code 35ILCS 200/18-45 to allow for the calculation of current year property when computing the amount to be extended by taxing districts in Lake County. Lake County districts must make a levy calculation using the limiting rate calculation. Under Senate Bill 715, the District will estimate the new property growth or any recovered tax increment value (TIF) anticipated in the tax base in the current year and add that amount to the current year EAV. The sum of the EAV and estimated new growth in the current year is then multiplied times the tax rate for each fund. This will allow Lake County districts to increase the levy to accommodate new growth when calculating the levy.

- C. The Administrative Cost Cap - Public Act 90-653 limits the annual increase in expenditures over the prior year to 5% in the following line item functions defined by State Board rules: 2320 Executive Administration Services, 2330 Special Area Administrative Services, 2490 School Administration, 2510 Direction of Business Support Services, 2570 Internal Services, and 2610 Direction of Central Support services. This legislation became effective in 1998-99 from the baseline established by the annual audit of administrative expenses during the 1997-98 school year. This is an area to be monitored each year. Under the Tax Cap, a district's extension from one year to the next cannot increase more than the PTELA CPI or 5%, whichever is less. Excluded from the Tax Cap are new construction and existing debt service.

III. Property Tax Data

Financing public schools in Illinois depends primarily on property taxes. Property taxes collected for public school purposes are tax dollars that the state of Illinois authorizes local authorities to receive from local property owners in each school district. The value of the taxable property and the available amount of tax rate determine the actual dollars needed by the district in a particular year. The mathematical relationship is fairly simple:

$$\text{Revenue} = \text{Property Value} \times \text{Tax Rate}$$

Not all real estate is taxable. For example, hospitals, churches, cemeteries, parks, and schools are exempt from paying property taxes. The basis of property tax is the assessed value of property. It is the major factor in determining the amount of local revenue and state aid a school district will receive. In order to maintain education funding levels within the last decade, school districts have relied more and more upon local real estate taxes to meet educational costs.

As a revenue source, the property tax is relatively stable. Local revenue would be reduced by declining property values unless tax rates were increased. Property tax revenues would increase with no change in the tax rate if EAV were increasing. The amount of the increase, however, is now limited by the effect of the Tax Cap methodology. Most tax rates can only be raised through voter referendums or legislative revision.

The taxable property in a district comprises its tax base. Three things affect each taxpayer's property tax bill:

- determining the amount of money (taxes) needed to operate the government
- apportioning the burden of these taxes among taxpayers
- changing value of property

Local governments and school districts that will use the revenues generated to meet their respective budgets decide the first phase. For the second, an assessor determines the value of a district's taxable property. The burden of generating the needed revenue is then proportionately spread over the value of the taxable property.

While property tax bills are a familiar sight to homeowners, much of the process seems to be unknown. Generally, property taxes are collected in a cycle that involves the following steps:

- Assessment
- Equalization
- Tax Rate
- Tax Levy
- Tax Extension
- Tax Collection

The property tax cycle takes about two years from the time the assessor begins assessing property to the last distribution of taxes to the school district. Tax bills are sent out every year; each year's cycle must begin before the current year's cycle is completed. For instance, before the 2005 tax bills went out in the spring of 2006, the assessor had begun work on the 2006 assessment for the taxes that will be paid in 2007.

- Assessment - Most property in a district is assessed according to its worth or average selling price by local officials such as township or county assessors. This is called the property assessed market value. The assessor then determines each property assessed value, which is a percentage of the assessed market value. Property in Lake County is assessed at one-third of its assessed market value as required by Illinois law. The cumulative total of the assessed market value and income capabilities of the properties in a school district is called a district's assessed valuation. Lake, Madison and St. Clair counties reassess one-fourth of the county each year on a rotating basis
- Equalization - Equalization is the application of a uniform percentage increase or decrease to assessed values of various areas or classes of property in order to bring assessment levels, on average, to the same percentage of market value. Equalization of assessed values is important at each level of government - township, county and state. The total of all property EAV's produces the district's EAV, which is the property tax base for the district.
- Tax Rate - Tax rates are calculated by the county clerk and expressed as a percentage of its tax base. A district is not necessarily receiving more funding from property taxes when the rates rise; it may merely be staying even as a result of a declining tax base. Likewise, an increase in values could result in either lower rates, or possibly in larger revenues being generated.

School District 46 Tax Rates By Purpose, 1999-2005

	1999	2000	2001	2002	2003	2004	2005
Educational	2.610%	2.610%	2.610%	2.610%	2.413%	2.370%	2.340%
Tort Immunity	0.031%	0.034%	0.026%	0.010%	0.011%	0.023%	0.022%
O & M	0.500%	0.500%	0.500%	0.480%	0.500%	0.500%	0.451%
Special Ed	0.020%	0.020%	0.020%	0.010%	0.011%	0.012%	0.020%
Transportation	0.120%	0.120%	0.120%	0.120%	0.120%	0.120%	0.119%
IMRF	0.036%	0.039%	0.032%	0.010%	0.011%	0.036%	0.032%
Social Security	0.058%	0.063%	0.055%	0.010%	0.011%	0.036%	0.032%
Life safety	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%
IMRF (SEDOL)	0.008%	0.007%	0.007%	0.008%	0.008%	0.009%	0.009%
Working Cash	0.050%	0.050%	0.050%	0.028%	0.030%	0.045%	0.046%
	3.433%	3.443%	3.420%	3.286%	3.116%	3.152%	3.071%
Bond & Interest	0.611%	0.601%	0.578%	0.550%	0.506%	0.497%	0.599%
Total Final Rate	4.044%	4.044%	3.998%	3.836%	3.623%	3.649%	3.670%

Total extension	15,226,613	16,165,313	17,462,215	18,550,177	19,968,156	21,523,047	24,109,731
-----------------	------------	------------	------------	------------	------------	------------	------------

Projected EAV	376,523,570	399,735,724	436,773,758	483,581,263	551,378,060	589,898,770	656,940,893
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Historically, the District has collected at least 98% of the extended levies.

- Tax Levy** - The school board, during its budgeting process, adopts a tax levy based on the estimated needs of the school district. The levy specifies the amount of money the school needs from property taxes to meet the districts operating expenses. The tax rate is then derived by dividing the levy by the EAV. If there has been no voter referendum approval to increase the allowable rate, the tax rate is subject to the maximum permissive rates set by state statutes. School districts must adopt tax levies and file them with the County Clerk no later than the last Tuesday in December. Aggregate levy increases in excess of 5% of the previous tax extensions, exclusive of debt service, are subject to the Truth-in-Taxation Statute. Under Truth-in-Taxation, a districts tax extension in prior years was limited to a 5% increase unless it adopted a tentative levy, held a public hearing on the proposed levy, and advertised the proposed levy and date of the public hearing. Starting with the 2000 levy year, this process is no longer relevant since all levy increases are subject to the levy hearing process, which this year is by the date of the regular Board meeting held in December 2006.
- Tax Extension** - A tax extension theoretically is the amount of money received from the school districts levy. The tax extension is generally lower than the levy because 100% of the taxes billed are not collected each year.
- Tax Collection** - Property taxes are billed and collected by the county treasurer in two equal installments. If the tax cycle is on schedule, the first installment is due in the first week of June. The September installment reflects the balance of taxes due. Once collected, taxes are generally to be distributed to the school districts within 30 days. If property taxes are not paid on time, taxpayers are charged interest on the overdue balance.

School District 46 Tax Levies By Purpose, 1999-2005

Tax Year	1999	2000	2001	2002	2003	2004	2005
	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)	(Actual)
	CAP	CAP	CAP	CAP	CAP	CAP	CAP
ected Levy: (Includes allowance)							
Educational	9,827,265	10,433,102	11,399,795	12,621,471	13,304,854	15,128,910	15,372,417
Tort Immunity	116,722	135,910	113,561	48,358	60,677	133,953	144,527
O & M	1,882,618	1,998,679	2,183,869	2,321,190	2,758,054	3,293,117	2,962,803
Special Ed	75,305	79,947	87,355	48,358	60,677	72,897	131,388
Transportation	451,828	479,683	524,129	580,298	661,933	790,348	781,760
IMRF	135,548	155,897	139,768	48,358	60,677	214,979	210,221
Social Security	218,384	251,834	240,226	48,358	60,677	214,979	210,221
Life safety	-	-	-	-	-	-	-
IMRF (SEDOL)	30,122	27,982	30,574	38,687	44,129	51,274	59,125
Working Cash	188,262	199,868	218,387	135,403	165,483	263,118	302,193
	12,926,054	13,762,902	14,937,664	15,890,480	17,177,162	20,163,575	20,174,655
Bond & Interest	2,300,559	2,402,412	2,524,552	2,659,697	2,791,151	2,931,797	3,935,076
Total projected levy	15,226,613	16,165,314	17,462,216	18,550,177	19,968,313	23,095,372	24,109,731

Percentage increase over previous yr. (excluding B & I)	N/A	6.47%	8.54%	6.38%	8.10%	17.39%	0.05%
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The above represents general continuing impacts on the annual levy determination process. Specific calculations and assumptions are provided each year in connection with the years levy determination.

NOTICE OF PROPOSED PROPERTY TAX INCREASE FOR COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 46

- I. A public hearing to approve a proposed property tax levy increase for Community Consolidated School District 46 for 2006 will be held on December 18, 2006, at 7:30 p.m., at the Prairieview School, located at 103 East Belvidere Road, Hainesville, IL 60030.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Daniel J. Aggen, Assistant Superintendent of Finance and Technology, Community Consolidated School District 46, 565 Frederick Road, Grayslake, IL 60030 at (847) 223-3650.

- II. The corporate and special purpose property taxes extended or abated for 2005 were \$20,174,655.

The proposed corporate and special purpose property taxes to be levied for 2006 are \$24,927,555. This represents a 23.56% (percent) increase over the previous year.

- III. The property taxes extended for debt service and public building commission leases for 2005 were \$3,935,076.

The estimated property taxes to be levied for debt service and public building commission leases for 2006 are \$0. This represents a 100% (percent) decrease from the previous year.

- IV. The total property taxes extended or abated for 2005 were \$ 24,109,731.

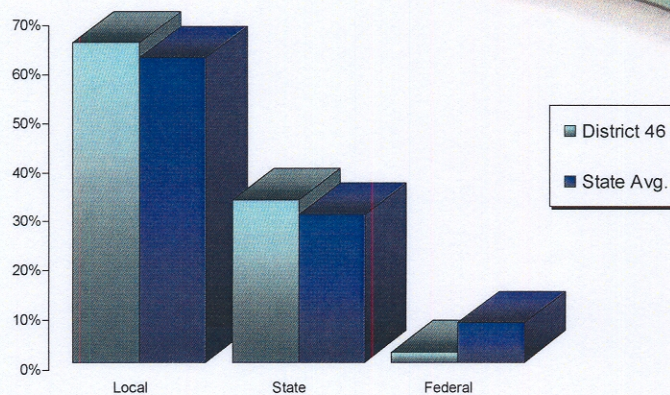
The estimated total property taxes to be levied for 2006 are \$24,928,555. This represents a 3.39% (percent) increase over the previous year.

Community Consolidated School District No.46 Tax Year 2006 Levy Summary

Prepared by Daniel Aggen, Assistant
Superintendent of Finance and Technology



Source of Revenue Comparison with State Average

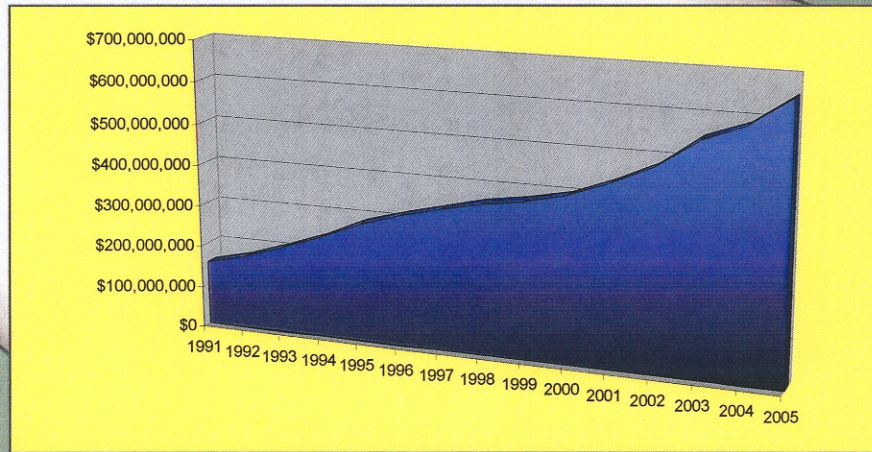


Local: Dist. 46 65%
State Avg. 62%

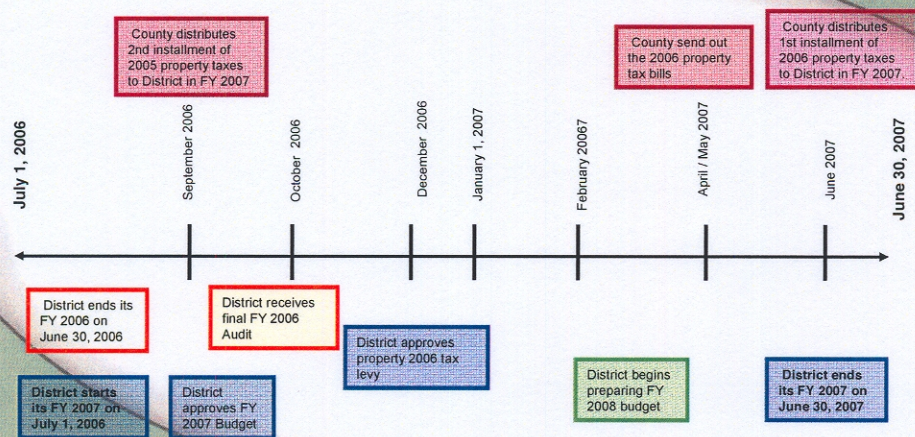
State: Dist. 46 33%
State Avg. 30%

Fed: Dist. 46 2%
State Avg. 8%

District 46 Assessed Valuation History



When does a District receive it's Property Tax money?



How is the Limiting Rate produced by the CAP Calculated?

A "Limiting Rate" is calculated by taking the previous tax year's aggregate extension and multiplying by the CPI or 5%, whichever is less. This is divided by the current year's EAV (minus new property). This produces the maximum rate that the district may levy for.

How is the Limiting Rate calculated using Lake County Tax GAP?

$$\frac{\$20,174,655 \text{ (2005 Extension)} * 1.034 \text{ (CPI)}}{\$735,773,800 \text{ (EAV)} - \$40,504,789 \text{ (New Property)}} =$$

$$\frac{\$20,860,593}{\$695,269,011} =$$

\$3.0004 is the Limiting Rate

The aggregate rate for all operating funds cannot exceed this rate.
The rate for bond and interest payments is in addition to the limiting rate.

What is the recommended 2006 levy?

	<u>2005 Rate</u>	<u>2005 Extension</u>	<u>2006 Levy</u>	<u>2006 Ceiling</u>
Education	2.3400	\$15,372,417	\$19,203,696	2.6100
Tort Immunity	0.0220	144,527	151,753	
Special Education	0.0200	131,388	147,155	0.0200
Operations & Maintenance	0.4510	2,962,803	3,678,869	0.5000
Transportation	0.1190	781,760	882,929	0.1200
IMRF	0.0320	210,221	220,732	
Social Security	0.0320	210,221	220,732	
Working Cash	0.0460	302,193	367,887	0.0500
IMRF (Sedol)	0.0090	59,125	54,802	
Total Capped	3.0710	20,174,655	24,928,555	
Bond & Interest	0.5990	3,935,076	0	
Total	3.6700	\$24,109,731	\$24,928,555	
Percent Increase with B & I			3.40%	
Percent Increase without B & I			23.56%	


What are the projected end results with the 2006 tax levy?

TAX EXTENSION COMPARISON AND FINAL RATE:						
	(1) Cap Applied Evenly to all Levies	(2) Maximum for Levy (Max Ext. Without a Cap)	(3) Difference (1) - (2)	(4) Redistribution % of (3)	(5) Final Extension (1) + (4)	(6) Final Rate
Education	\$17,006,676	\$19,203,696	(\$2,197,020)		\$17,006,676	2.3114
Tort Immunity	133,911	151,753	(17,842)		133,911	0.0182
Special Education	130,232	147,155	(16,923)		130,232	0.0177
Operations & Maintenance	3,258,006	3,678,869	(420,863)		3,258,006	0.4428
Transportation	782,128	882,929	(100,801)		782,128	0.1063
IMRF	195,716	220,732	(25,016)		195,716	0.0266
Social Security	195,716	220,732	(25,016)		195,716	0.0266
Working Cash	325,948	367,887	(41,939)		325,948	0.0443
IMRF (Sedol)	48,561	54,802	(6,241)		48,561	0.0066
TOTAL - LIMITED FUNDS	22,076,894	24,928,555	(2,851,661)	0	22,076,894	3.0005
Bond & Interest	0	0	0	0	0	0.0000
TOTAL FOR ALL FUNDS	\$22,076,894	\$24,928,555	(\$2,851,661)	\$0	\$22,076,894	3.0005

What are the projected end results with the 2006 tax levy? *cont..*

- ✓ The total tax rate for all funds (including bond & interest) should decrease by approximately 66¢ or 18%.
- ✓ The levy has been prepared to be flexible if EAV or new property “shifts” unexpectedly.

2006 Levy Key Factors



- Property Tax CAP set at 3.4%(CPI).
- EAV should increase by over \$70 million (12%).
- Almost \$3 million not realized because of CAP legislation.
 - Over \$4 million abated from Bond and Interest.
- CAP legislation allows for “pushing” or “redistribution” of funds.

In Summary...

The focus of the 2005 tax levy is to ensure that Community Consolidated School District 46 has a fiscally responsible plan to meet the primary objectives and responsibilities of the District, and to maintain adequate fund balances.

Financing public schools in Illinois depends primarily on property taxes. Property taxes collected for public school purposes are tax dollars that the state of Illinois authorizes local authorities to receive from local property owners in each school district.